

# Hunter-Kinard-Tyler Elementary

7066 Norway Road  
Neeses, SC 29107

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	370 Students	
<b>Principal</b>	Debra W. Norman	803-263-4441
<b>Superintendent</b>	Dr. Darrell Johnson	803-534-8081
<b>Board Chair</b>	Mr. Aaron Rudd	803-534-8081

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	49	71	12

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Good	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Below Average	Good	No

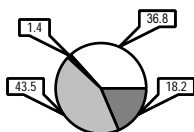
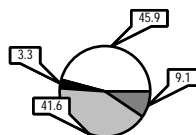
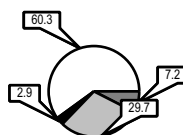
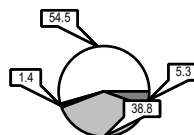
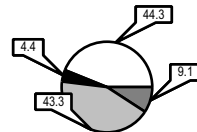
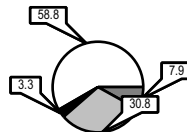
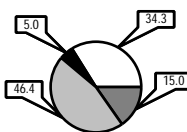
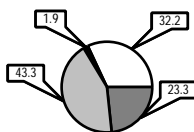
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	222	99.1	36.2	44.0	18.4	1.4	28.5	Yes	Yes
<b>Gender</b>									
Male	132	98.5	43.0	43.8	11.6	1.7	19.8		
Female	90	100.0	26.7	44.2	27.9	1.2	40.7		
<b>Racial/Ethnic Group</b>									
White	43	97.7	25.7	45.7	25.7	2.9	34.3	I/S	Yes
African American	177	99.4	38.4	43.6	16.9	1.2	27.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	195	99.5	32.2	45.9	20.2	1.6	31.1		
Disabled	27	96.3	66.7	29.2	4.2	0.0	8.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	222	99.1	36.2	44.0	18.4	1.4	28.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	222	99.1	36.2	44.0	18.4	1.4	28.5		
<b>Socio-Economic Status</b>									
Subsidized meals	178	99.4	37.9	46.3	15.3	0.6	26.0	Yes	Yes
Full-pay meals	44	97.7	26.7	30.0	36.7	6.7	43.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	222	100.0	45.9	41.6	9.1	3.3	20.1	Yes	Yes
<b>Gender</b>									
Male	132	100.0	48.0	41.5	8.9	1.6	16.3		
Female	90	100.0	43.0	41.9	9.3	5.8	25.6		
<b>Racial/Ethnic Group</b>									
White	43	100.0	33.3	44.4	13.9	8.3	30.6	I/S	Yes
African American	177	100.0	48.6	41.0	8.1	2.3	17.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	195	100.0	42.9	43.5	9.8	3.8	22.3		
Disabled	27	100.0	68.0	28.0	4.0	0.0	4.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	222	100.0	45.9	41.6	9.1	3.3	20.1		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	222	100.0	45.9	41.6	9.1	3.3	20.1		
<b>Socio-Economic Status</b>									
Subsidized meals	178	100.0	47.8	41.6	8.4	2.2	16.9	No	Yes
Full-pay meals	44	100.0	35.5	41.9	12.9	9.7	38.7		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	222	100.0	60.3	29.7	7.2	2.9	10.0
<b>Gender</b>							
Male	132	100.0	64.2	26.0	6.5	3.3	9.8
Female	90	100.0	54.7	34.9	8.1	2.3	10.5
<b>Racial/Ethnic Group</b>							
White	43	100.0	47.2	27.8	11.1	13.9	25.0
African American	177	100.0	63.0	30.1	6.4	0.6	6.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	195	100.0	56.0	33.2	8.2	2.7	10.9
Disabled	27	100.0	92.0	4.0	0.0	4.0	4.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	100.0	60.3	29.7	7.2	2.9	10.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	222	100.0	60.3	29.7	7.2	2.9	10.0
<b>Socio-Economic Status</b>							
Subsidized meals	178	100.0	63.5	29.8	5.1	1.7	6.7
Full-pay meals	44	100.0	41.9	29.0	19.4	9.7	29.0

<b>Social Studies</b>							
All Students	222	100.0	54.5	38.8	5.3	1.4	6.7
<b>Gender</b>							
Male	132	100.0	56.9	37.4	3.3	2.4	5.7
Female	90	100.0	51.2	40.7	8.1	0.0	8.1
<b>Racial/Ethnic Group</b>							
White	43	100.0	41.7	44.4	8.3	5.6	13.9
African American	177	100.0	57.2	37.6	4.6	0.6	5.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	195	100.0	51.6	40.8	6.0	1.6	7.6
Disabled	27	100.0	76.0	24.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	100.0	54.5	38.8	5.3	1.4	6.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	222	100.0	54.5	38.8	5.3	1.4	6.7
<b>Socio-Economic Status</b>							
Subsidized meals	178	100.0	57.9	37.6	3.9	0.6	4.5
Full-pay meals	44	100.0	35.5	45.2	12.9	6.5	19.4

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	71	98.6	31.9	37.7	27.5	2.9	30.4
	4	57	100.0	38.6	42.1	19.3	N/A	19.3
	5	57	98.2	37.0	48.1	14.8	N/A	14.8
	6	66	100.0	59.1	34.8	6.1	N/A	6.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	45	100.0	31.8	45.5	18.2	4.5	22.7
	4	68	98.5	28.6	50.8	20.6	0.0	20.6
	5	53	100.0	40.4	42.6	17.0	0.0	17.0
	6	56	98.2	45.3	35.8	17.0	1.9	18.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	71	100.0	40.0	54.3	5.7	N/A	5.7
	4	57	100.0	50.9	40.4	8.8	N/A	8.8
	5	57	98.2	50.0	33.3	11.1	5.6	16.7
	6	66	100.0	59.1	33.3	7.6	N/A	7.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	45	100.0	47.7	50.0	2.3	0.0	2.3
	4	68	100.0	54.7	34.4	10.9	0.0	10.9
	5	53	100.0	46.8	42.6	6.4	4.3	10.6
	6	56	100.0	33.3	42.6	14.8	9.3	24.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	45	100.0	63.6	29.5	4.5	2.3	6.8
	4	68	100.0	54.7	35.9	7.8	1.6	9.4
	5	53	100.0	68.1	25.5	6.4	0.0	6.4
	6	56	100.0	57.4	25.9	9.3	7.4	16.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	45	100.0	47.7	43.2	9.1	0.0	9.1
	4	68	100.0	46.9	51.6	1.6	0.0	1.6
	5	53	100.0	55.3	38.3	6.4	0.0	6.4
	6	56	100.0	68.5	20.4	5.6	5.6	11.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 370)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.7%	Up from 5.6%	4.0%	3.0%
Attendance rate	95.7%	Down from 95.8%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%	Down from 6.9%	5.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%	Down from 5.6%	4.7%	3.2%
Eligible for gifted and talented	5.4%	Up from 3.8%	5.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Down from 6.5%	7.7%	8.2%
Older than usual for grade	4.1%	Up from 2.6%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 29)</b>				
Teachers with advanced degrees	55.2%	Up from 46.7%	50.6%	52.6%
Continuing contract teachers	89.7%	Down from 93.3%	78.9%	83.3%
Highly qualified teachers	92.9%	Up from 88.9%	92.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	1.1%	0.0%
Teachers returning from previous year	83.7%	Down from 84.2%	83.7%	87.0%
Teacher attendance rate	98.6%	Up from 97.3%	94.9%	95.0%
Average teacher salary	\$41,671	Down 1.8%	\$40,408	\$41,703
Prof. development days/teacher	8.9 days	Down from 11.3 days	12.6 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 17.8 to 1	16.9 to 1	18.8 to 1
Prime instructional time	93.3%	Up from 90.7%	89.3%	89.8%
Dollars spent per pupil*	\$5,779	Up 15.3%	\$7,066	\$6,242
Percent of expenditures for teacher salaries*	62.2%	Down from 76.4%	63.9%	65.8%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hunter-Kinard-Tyler Elementary School is committed to providing a school climate where all students achieve academically and experience success in a very positive school setting.

Our school has become more aesthetically pleasing and welcoming this school year. The front lobby area has been painted a more soothing color and beautiful murals decorate our walls to provide a welcoming environment. New garden benches and plants have been placed in the lobby and at the front entrance to the building to create a garden atmosphere.

This year we hosted a SACS Peer Review Team. This is the first year that we went through this process as a separate school. Initially, we achieved accreditation status with HKT High School as one school in 1999 and from that, we were accredited in 2000 as HKT Elementary School. We revised our mission and belief statements to reflect the current trends in education and the needs of our school and community.

Our staff provides challenging and enriching instruction to every student. Special initiatives such as Literacy First, Josten's/Compass Learning, Accelerated Reader, and StandardsMaster Benchmark Testing give students unique opportunities to advance their learning to higher levels. We have continued to fund the Literacy First initiative even though the grant was only funded for 3 years.

Students at HKT Elementary learn to be good citizens and leaders through participation in various activities. Our Character Education program highlights a student each month from every homeroom class that exemplifies our character trait of the month. One student was selected as our school's student of character and was invited to attend the Governor's celebration of character. Another student wrote a winning essay about character that entitled him to represent our school at the Orangeburg County Character Education Day program. Several of our students participated in the SC Middle and Elementary Schools Academy of Science Contest and 3 students were school winners while one student was a Regional Winner. One of our students participated in the Junior division of the USC Science and Engineering Science Fair and received the Naval Science Award for Distinguished Achievement, placed 2nd in the Junior Division for Outstanding Science Fair Project and was nominated for the Discovery Channel Young Scientist Challenge.

Parent participation in school activities, such as Family Science, Math and Reading Nights has increased tremendously. We hosted several of these nights this year with parents and students learning together. Our area of concentration for next year will be parent participation in the day-to-day activities of the school and PTO meetings.

The 2004-2005 school year was a successful one, during which we honored our mission statement, which is to prepare students to become successful, productive citizens and to reach their highest potential.

Debra W. Norman, Principal  
Diedre Sackel, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	86	20
Percent satisfied with learning environment	65.5%	66.7%	50.0%
Percent satisfied with social and physical environment	78.6%	74.5%	60.0%
Percent satisfied with school-home relations	42.9%	87.2%	47.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.